DOCUMENT RESUME

ED 175 244 FL 010 436

AUTHOR Cooper, Stephen
TITLE Graduate Theses and Dissertations in English as a Second Language: 1977-78. Language in Education: Theory and Practice, No. 15.
INSTITUTION ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.
SPONS AGENCY National Inst. of Education (DHEW), Washington, D.C.
PUB DATE 78
NOTE 29p.
AVAILABLE FROM Center for Applied Linguistics, 1611 N. Kent Street, Arlington, Virginia 22209 ($2.95)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Adult Education; Bilingualism; Contrastive Linguistics; Cultural Education; Curriculum; *Doctoral Theses; *English (Second Language); *Graduate Study; Grammar; Higher Education; Instructional Aids; Instructional Materials; *Language Instruction; *Language Research; Language Tests; Literature; *Masters Theses; Phonology; Psycholinguistics; Reading; Second Language Learning; Second Languages; Sociolinguistics; Teaching Methods; Writing Skills
IDENTIFIERS Information Analysis Products

ABSTRACT

This is the third annual listing of graduate theses and dissertations in English as a Second Language (ESL). The studies cited here were completed during the academic year 1977-1978. The listing is intended to provide graduate students and others doing research in ESL and related fields with specific, comprehensive data on current graduate-level studies. Information was contributed by program directors, graduate advisers, and department chairmen from among the institutions in the United States and Canada that are known to have graduate programs in ESL. Each of the 90 entries provides the writer's name, thesis or dissertation title, degree earned, university, year degree was granted, name of thesis adviser, department or program, and writer's address. In addition, most entries include summaries of abstracts prepared by the writers. Entries are listed under the following headings: (1) Adult Education, (2) Bilingualism, (3) Contrastive Studies, (4) Culture, (5) Curriculum, (6) Grammar, (7) Literature, (8) Materials and Methods, (9) Phonology, (10) Profession, (11) Psycholinguistics, (12) Reading, (13) Research, (14) Second Dialect, (15) Second Language Learning, (16) Sociolinguistics, (17) Testing, (18) Visual Aids, and (19) Writing. (Author/AMH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED175244

LANGUAGE IN EDUCATION: THEORY AND PRACTICE

15

Graduate Theses and Dissertations in English as a Second Language: 1977-78

Stephen Cooper

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

G. Richard Tucker
Director

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

FL010439

Published by

Center for Applied Linguistics

Prepared by

ERIC Clearinghouse on Languages and Linguistics

Language in Education: Theory and Practice
Series ISBN: 87281-092-5

ISBN: 87281-101-8

May 1978
Copyright © 1978
By the Center for Applied Linguistics
1611 North Kent Street
Arlington, Virginia 22209

Printed in the U.S.A.

LANGUAGE IN EDUCATION: THEORY AND PRACTICE

ERIC (Educational Resources Information Center) is a nationwide network of information centers, each responsible for a given educational level or field of study. ERIC is supported by the National Institute of Education of the U.S. Department of Health, Education and Welfare. The basic objective of ERIC is to make current developments in educational research, instruction, and personnel preparation more readily accessible to educators and members of related professions.

ERIC/CLL. The ERIC Clearinghouse on Languages and Linguistics (ERIC/CLL), one of the specialized clearinghouses in the ERIC system, is operated by the Center for Applied Linguistics. ERIC/CLL is specifically responsible for the collection and dissemination of information in the general area of research and application in languages, linguistics, and language teaching and learning.

LANGUAGE IN EDUCATION: THEORY AND PRACTICE. In addition to processing information, ERIC/CLL is also involved in information synthesis and analysis. The Clearinghouse commissions recognized authorities in languages and linguistics to write analyses of the current issues in their areas of specialty. The resultant documents, intended for use by educators and researchers, are published under the title Language in Education: Theory and Practice.* The series includes practical guides for classroom teachers, extensive state-of-the-art papers, and selected bibliographies.

The material in this publication was prepared pursuant to a contract with the National Institute of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their judgment in professional and technical matters. Prior to publication, the manuscript was submitted to Teachers of English to Speakers of Other Languages for critical review and determination of professional competence. This publication has met such standards. Points of view or opinions, however, do not necessarily represent the official view or opinions of either TESOL or NIE.

This publication may be purchased directly from the Center for Applied Linguistics. It also will be announced in the ERIC monthly abstract journal *Resources in Education* (*RIE*) and will be available from the ERIC Document Reproduction Service, Computer Microfilm International Corp., P.O. Box 190, Arlington, VA 22210. See *RIE* for ordering information and ED number.

For further information on the ERIC system, ERIC/CLL, and Center/Clearinghouse publications, write to ERIC Clearinghouse on Languages and Linguistics, Center for Applied Linguistics, 1611 N. Kent St., Arlington, VA 22209.

**From 1974 through 1977, all Clearinghouse publications appeared as the CAL-ERIC/CLL Series on Languages and Linguistics. Although more papers are being added to the original series, the majority of the ERIC/CLL information analysis products will be included in the Language in Education series.*

CONTENTS

PREFACE vii

TOPIC AREAS

Adult Education 1
Bilingualism 1
Contrastive Studies 1
Culture 2
Curriculum 4
Grammar 5
Literature 6
Materials and Methods 7
Phonology 12
Profession 12
Psycholinguistics 12
Reading 13
Research 14
Second Dialect 14
Second Language Learning 15
Sociolinguistics 16
Testing 17
Visual Aids 18
Writing 18

AUTHOR INDEX 19

CULTURE AND LANGUAGE INDEX 20

PREFACE

This is the third annual listing of graduate theses and dissertations in English as a second language. The studies reported here were completed during the academic year 1977-78. The listing is intended to provide graduate students and others doing research in ESL, bilingual education, and related fields with specific data on contemporary graduate-level studies.

Program directors, thesis advisers, and department chairmen at all institutions in the United States and Canada known to have graduate programs in ESL/BE were invited to submit information for this compilation. It should be noted that the majority of M.A. programs provide an alternative to a thesis requirement. This listing represents most of those programs which do generate theses.

The studies reported here fall under subject area headings similar to those used in the indices of the TESOL Quarterly. Categories are not mutually exclusive. Cross listings appear at the end of some sections. Each entry provides the writer's name, thesis or dissertation title, degree earned, university, year degree was granted, name of thesis adviser, department or program, and, when available, the writer's address. Most entries include summaries of abstracts prepared by the writers of the studies. An author index and a language/culture index are appended to the listing.

Users of this document who are interested in specific details of degree programs represented in this listing should consult Charles H. Blatchford, Directory of Teacher Preparation Programs in TESOL and Bilingual Education (Washington, DC: TESOL, 1977). For a recent study of the nature of ESL theses, see Stephen Cooper, "The Thesis and Dissertation in Graduate ESL Programs," TESOL Quarterly 12 (June 1978):131-38.

The compiler is grateful to the ERIC Clearinghouse on Languages and Linguistics, the Center for Applied Linguistics, and the Department of Speech of Louisiana State University for their support of this project.

Stephen Cooper
Louisiana State University

ADULT EDUCATION

1. Goodwin, Barbara J. Individualized instruction in an English as a second language program for adults. M.A., Hunter College, 1978. Adviser: Nancy Frankfort, TESL. Writer's current address: 39-37 28th Street, Long Island City, NY 11101.

   The development of a program which meets each student's language-learning needs is described. Among the elements utilized are diagnostic tests, small-group and teacher-directed instruction, and LARs.

See also: 16, 30, 35, 51, 88

BILINGUALISM

2. Lee, Ok Ro. Early bilingual reading as an aid to bilingual and bicultural adjustment for a second generation Korean child in the U.S. Ph.D., Georgetown University, 1977. Adviser: Robert Lado, School of Languages and Linguistics. Writer's current address: 1300 North Scott Street, #6, Arlington, VA 22209.

   This study concludes that the subject's bilingual and bicultural adjustment is attributable at least partially to her early bilingual reading experience and that her early bilingual reading has not been a hindrance to her bilingual and bicultural adjustment.

CONTRASTIVE STUDIES

3. Fischer, Mary W. Deutsche und englische Funktionsverbgefüge: ein Vergleich. Ph.D., Georgetown University, 1977. Adviser: Kurt R. Jankowsky, School of Languages and Linguistics. Writer's current address: 824 South George Mason Drive, Arlington, VA 22204.

   A comparison of German and English function verb phrases (function verb, preposition, and noun).

4. Louie, May M. A contrastive analysis of Cantonese and English segmental phonemes: implications for ESL teaching. M.A., California State University, Fresno, 1977. Adviser: Jack B. Zeldis, Department of Linguistics. Writer's current address: 756 Arguello, Apt. 206, San Francisco, CA 94118.

5. Moshref, Peyman. English and Persian tenses: a partial contrastive analysis. M.A., The University of Texas at Austin, 1978. Adviser: M. Ali Jazayery, Foreign Language Education Center.

6. Saratani. Kazuyo. Some aspects of Japanese cleft sentences. M.A., Kansas State University, 1978. Adviser: James L. Armagost, Speech (Interdepartmental Linguistics). Writer's current address: Department of Linguistics, Southern Illinois University, Carbondale, IL 62901.

   Although this paper deals mainly with cleft sentences, it discusses other features of Japanese as well: particles, possessive noun phrases, adverbial clauses, sentential adverbs, and nominal adjectives. It also compares Japanese sentence structure with English sentence structure.

7. Sullivan, John P. Contrastive analysis and prediction of error in American English pronunciation by speakers of different dialects of American Spanish. M.A., Ball State University, 1978. Adviser: Janet Ross, Department of English. Writer's current address: 709½ Neeley, Muncie, IN 47303.

   This thesis predicts the probable phonological errors in the American English pronunciation of speakers of different dialects of American Spanish and ascertains whether the predicted errors actually occur.

See also: 66, 68

CULTURE

8. Bell, Sharon D. Religious beliefs and social values of the Navajo people and the role of the ESL teacher within this context. M.A., Hunter College, 1978. Adviser: Nancy Frankfort, TESL. Writer's current address: 110-11 179th Street, Jamaica, NY 11433.

   This description of various Navajo values includes Navajo thought concerning the origin of man, man's destiny, taboos,

the supernatural, clanship, Navajo medicine, and other tribal customs. Suggestions for lesson plans and a guideline for future ESL teachers of Navajo students are also given.

9. Cohen, Tina S. Teaching culture and grammatical content through the dialog. M.A., Hunter College, 1978. Adviser: Nancy Frankfort, TESL. Writer's current address: 54-44 Little Neck Parkway, Little Neck, NY 11363.

   The teacher-made dialogue is relatively quickly prepared, and may incorporate both grammar and culture. It is highly adaptable to any method of audiovisual presentation. Three sample dialogues and exercises are presented.

10. Eng, Ann S. Values clarification: a means of easing culture shock in Chinese ESL students. M.A., Hunter College, 1978. Adviser: Nancy Frankfort, TESL. Writer's current address: 17 Oliver St., New York, NY 10038.

    The author presents a contrast of the sociocultural aspects of American and Chinese society and discusses values clarificiation as an educational approach. Specific values clarification strategies and sample lessons adapted for ESL instruction of the Chinese student are also included.

11. Farrelly, Moira G. Cultural factors influencing the adjustment of the Middle Eastern student. M.A., California State University, Fresno, 1977. Adviser: Milton Wohl, Department of Linguistics. Writer's current address: 721 Oak Park, Visalia, CA 93277.

12. Montella, Josephine. A contrastive analysis of the Italian and American cultures. M.A., Hunter College, 1978. Adviser: Nancy Frankfort, TESL. Writer's current address: 2163 Gleason Avenue, Bronx, NY 10462.

    The writer discusses culture shock and its effects on the ESL student. Suggestions for alleviating these difficulties are offered.

13. Shahsavari, Shahla. The role of culture in teaching English to Persian speakers. M.A., The University of Texas at Austin, 1978. Adviser: Anna Chamot, Foreign Language Education Center.

14. Traver, James E. The cultural problems encountered in teaching basic English to Russian Jewish refugees as an initial step to entering an English-speaking society. M.A.T., School for International Training, 1978. Adviser: Mary Clark, MAT Program. Writer's current address: Prattsville, NY 12468.

An evaluation of the linguistic and cultural content of a program sponsored by the Organizzazione Rieducazione Tecnia in Rome that offers English language instruction to Russian Jewish refugees who wish to obtain visas to an English-speaking country.

See also: 32, 37

CURRICULUM

15. Danifil. English in Indonesian schools. M.A., The University of Texas at Austin, 1977. Adviser: Tom Horn, Foreign Language Education Center.

16. Hein, Elizabeth M. Developing a business English curriculum for ESL students. M.A., Hunter College, 1978. Adviser: Nancy Frankfort, TESL. Writer's current address: 27 West 55th Street, New York, NY 10019.

    This paper describes a program designed to aid adults in writing simple business letters, attaining telephone skills, reading want ads, preparing résumés, and filling out employment applications. Other topics include the teaching of listening comprehension, reading, and writing.

17. Love, Jean L. Curriculum rationale and the intensive English program at UT Austin. M.A., The University of Texas at Austin, 1977. Adviser: Anna Chamot, Foreign Language Education Center.

18. Salomon, Stuart. Advising an institution: a report to the administration of Deerfield Academy regarding their foreign students. M.A.T., The School for International Training, 1978. Adviser: Mary Clark, MAT Program. Writer's current address: Deerfield Academy, Deerfield, MA 01342.

    The writer recommends the creation of a faculty position of foreign student adviser. This person would teach a course in English as a second language and prepare activities that would aid in cultural adjustment of the students. The author has also compiled a list of inservice techniques that would help all faculty members teach the foreign students more effectively.

19. Talebinezhad, Moh. Reza. A proposal for a TEFL curriculum for junior high schools in Iran. M.A., The University of Texas at Austin, 1977. Adviser: John Bordie, Foreign Language Education Center.

See also: 39

GRAMMAR

20. Blau, Eileen K. Nominalization in English: applications to teaching English as a second language. M.A., University of Florida, 1977. Adviser: Jayne C. Harder, Department of Linguistics. Writer's current address: 316 N.W. 20th Street, Gainesville, FL 32603.

    The nature and source of nominalized structures are examined for the benefit of the ESL teacher. The thesis focuses on that clauses, infinitives and gerunds. Their sources are studied within the framework of transformational grammar. Teaching material is provided that concentrates on the three types of nominalizations in complement position, as well as the use of gerunds as objects of prepositions.

21. Burgess-Brown, Katherine. Teaching the articles a/an and the to non-native speakers of English. M.A., University of Florida, 1977. Adviser: Jayne C. Harder, Department of Linguistics. Writer's current address: English Language Institute, University of Houston, Houston, TX 77004.

    This study applies Hewson's theory of the English article system to the teaching of the articles a/an and the in ESL classes. Exercise materials are included.

22. Horiguchi, Ikiko, R.S.C.J. Complementation in English syntax: a generative semantics approach. Ph.D., Georgetown University, 1978. Adviser: Walter A. Cook, S.J., School of Languages and Linguistics. Writer's current address: 1524 35th St., N.W., Washington, DC 20007.

    This dissertation analyzes complementation from the point of view of learning English as a second language.

23. Mirhosseini, Shamsossadat. An analysis of the most frequent errors made by Persian speakers in learning some oral aspects of English grammar. M.A., The University of Texas at Austin, 1978. Adviser: Anna Chamot, Foreign Language Education Center.

24. Rice, Paul E. The use of prenominal modifiers in the speech of learners of English as a second language. M.A., University of Florida, 1978. Adviser: Jayne C. Harder, Department of Linguistics. Writer's current address: 3927 S.W. 37th Street, Gainesville, FL 32608.

Two experiments were conducted in order to study the ability of foreign students to use sentences with multiple prenominal adjectives. One involved repetition, the other free response. It was found that most errors occurred in the predicate and involved deletion or substitution rather than incorrect word order.

25. Suzuki, Nathanael Y. A generative semantic analysis of the English modals. Ph.D., Georgetown University, 1978. Adviser: Walter A. Cook, S.J., School of Languages and Linguistics. Writer's current address: Kokubo Bldg. #401, 1-16-16 Higashiyama Meguro-ku, Tokyo, Japan.

    The author provides an extensive systematic analysis of the English modals. It is his contention that it is not the syntax of the modals but their semantic makeup that poses a constant problem for the ESL student.

26. Taverner, Theodore G. Idioms and idiom-forming verbs: a case grammar analysis. Ph.D., Georgetown University, 1977. Adviser: Robert J. Di Pietro, School of Languages and Linguistics. Writer's current address: Room 604, Argyle Terrace, 2201 Massachusetts Avenue, N.W., Washington, DC 20008.

    The writer concludes that the verbs most productive in the formation of idioms tend to involve states or changes of possession or location in their most general meanings. He proposes that studies of idiom-forming verbs and of verbs with related properties be used as the basis for refinements in language teaching and in the theory and methodology of case grammar. The dissertation includes a summary and evaluation of several works dealing with idioms or with case grammar.

27. Trapp, Dina M. On prepositions in adverbial phrases. M.A., California State University, Fresno, 1977. Adviser: F. H. Brengelman, Department of Linguistics. Writer's current address: 151 Surf Way, Apt. 25, Monterey, CA 93940.

See also: 3, 5, 6, 9, 52, 64, 72, 75, 87

LITERATURE

28. Dehquani, Shiri... Problems of translation from English to Persian: the case of C. S. Lewis's The Lion, the Witch and the Wardrobe. M.A., The University of Texas at Austin, 1978. Adviser: M. Ali Jazayery, Foreign Language Education Center.

29. Caissie, Kathleen B. A handbook for teaching technical English. M.A.T., School for International Training, 1978. Adviser: Michael Jerald, MAT Program. Writer's current address: 8 Euclid Avenue, Winchester, MA 01109.

    Specific suggestions are made for presenting technical terminology to ESL students and for improving their general English language proficiency. Appendices provide exercises and a list of useful texts.

30. Deutsch, Rena. Learning activity packets: their design and implementation in an APL/ESL curriculum for the adult ESL learner. M.A., Hunter College, 1978. Adviser: Nancy Frankfort, TESL. Writer's current address: 50 Plaza Street, #4-D, Brooklyn, NY 11238.

    This project is an attempt to assist adult ESL instructors in integrating the presentation of language skills and coping behaviors by means of adapting adult performance level (APL)-based materials for ESL and presenting them in an individualized instruction format. A discussion of the APL project at the University of Texas is followed by a general overview of the individualized instruction approach to teaching and more specifically to the use of learning activity packets to individualize instruction. Guidelines as to their format, design and development are given, followed by an actual LAP based on APL objectives ("Food Shopping").

31. Doty, Dennis. An introductory poetry course for advanced ESL learners. M.A.T., School for International Training, 1978. Adviser: Mary Clark, MAT Program. Writer's current address: P.O. Box 314-1576, Tehran, Iran.

    The text of this thesis comprises a student handbook with poems for study and explanations of terms; teaching notes with suggestions for classroom activities, discussion questions, and supplemental material; and student assignments, including poetry writing, scanning, and interpretation. A tape with eight songs is included for use throughout the course.

32. Gelman, Stephen B. A series of dialogues for foreign students who have just arrived in the United States. M.A.T., The School for International Training, 1977. Adviser: Raymond C. Clark, MAT Program. Writer's current address: 741 Washington Street, Apt. 4, South Easton, MA 02375.

This project is designed not only to improve the listening comprehension of beginning or intermediate students who have just arrived in the United States, but also to help these students become familiar with typical cultural situations that they will encounter in American society.

33. Gori, John A. Trips in the English as a second language program. M.A., Hunter College, 1978. Adviser: Nancy Frankfort, TESL. Writer's current address: 310 West 94th Street, New York, NY 10025.

34. Heran, Irene. Affect modification in language teaching methodology. M.A., The University of Texas at Austin, 1977. Adviser: John Bordie, Foreign Language Education Center.

35. Kollisch, Anne. How folk songs--authentic and contemporary--can enhance learning English as a second language in an adult setting. M.A., Hunter College, 1978. Adviser: Nancy Frankfort, TESL. Writer's current address: 711 Amsterdam Avenue, New York, NY 10025.

    The writer discusses the use of folk songs in the classroom and provides a list of suitable songs with related exercises.

36. Lauletta, Janice A. Field trips for the TESL student. M.A., Hunter College, 1978. Adviser: Nancy Frankfort, TESL. Writer's current address: 1101 Lorimer Street, Brooklyn, NY 11222.

    The writer points out the benefits of field trips for ESL students and provides anecdotal descriptions of several such trips. Included in the appendix are sample field trip lesson plans written for varying levels of language ability, a list of trip sites in the New York City area with descriptive notes, and a list of trip-planning aids.

37. Leach, Nancy. Space, time and movement: the context for spoken language. M.A.T., School for International Training, 1978. Adviser: Alex Silverman, MAT Program. Writer's current address: 267 Park Avenue, Newmarket L3Y 1V3, Ontario, Canada.

    A discussion of the kinesic and proxemic aspects of communication, including their role in the ESL classroom.

38. Macchia, Carmen J. A case for teaching English linguistically. M.A., Hunter College, 1978. Adviser: Nancy Frankfort, TESL. Writer's current address: 41 West 86th Street, New York, NY 10024.

The author discusses the problem of illiteracy in the United States and analyzes traditional, structural, and transformational approaches to language learning and teaching. A sample lesson in reading comprehension is included.

39. Mazza, Robert J. The development of a speech arts course for non-native English-speaking students. M.A., Hunter College, 1978. Adviser: Nancy Frankfort, TESL. Writer's current address: 464 8th Street, Brooklyn, NY 11215.

This course is especially tailored to the needs of the foreign student who has had two years of regular ESL. It combines phonological and intonational remediation with the same speech program given to native English-speaking students. Included are lesson plans and exercises on volume and breath control, articulation, intonation, the effective use of pitch and pause, organizing and delivering a speech, speaking on the telephone, and group discussion.

40. McBean, William A. Tutoring in English as a second language. M.A., University of Hawaii, 1978. Adviser: Kenneth L. Jackson, Department of ESL. Writer's current address: 821 12th Avenue, Honolulu, HI 96816.

The writer's research indicates that tutoring is a significant aspect of the ESL profession. It is widespread, lucrative, and often differs from regular classroom instruction. The study suggests that greater recognition of tutoring in ESL, in the form of more empirical studies and more relevant literature, is warranted.

41. McLaughlin, Daniel J. A language arts project involving the construction of a solar greenhouse by Navajo children. M.A.T., School for International Training, 1978. Adviser: Raymond C. Clark, MAT Program. Writer's current address: 220 Stony Run Lane, Baltimore, MD 21210.

The writer catalogues the English speaking, reading, and writing needs of a group of fifth and sixth grade students in a bilingual Navajo school and describes the building of a greenhouse to address these needs. The study includes the English lessons that the students used in connection with planning and building the greenhouse, and one of the students' workbooks.

42. Murphey, Timothy M. Situationally motivated, teacher-produced texts. M.A., University of Florida, 1978. Adviser: Jayne C. Harder, Department of Linguistics. Writer's current address: 1225 N.W. 31st Drive, Gainesville, FL 32605.

In the writer's view, trained ESL teachers are the most qualified persons to produce texts for their own classes.

43. O'Connor, Frederick H. and Edwin B. Lombard. Communication practice exercises: values clarification techniques at work in the ESL classroom. M.A.T., School for International Training, 1978. Adviser: Raymond C. Clark, MAT Program. Writer's current address: (O'Connor) 218-10 Stewart Road, Hollis Hills, NY 11427; (Lombard) 2417 Bayview, Carmel, CA 93921.

    The authors present a series of exercises designed to teach aural-oral skills, sentence patterns, and grammatical features, including comparatives and superlatives, gerunds, existential 'there,' indirect object, modals, and tenses. Each exercise includes step-by-step directions.

44. Pearson, Linda. A catalog of presentations of words from the Silent Way ESL word charts: an auxiliary to "The Common Sense of Teaching Foreign Languages," by Caleb Gattegno. M.A., Hunter College, 1978. Adviser: Nancy Frankfort, TESL. Writer's current address: 41 East 7th Street, New York, NY 10003.

45. Penrose, Nancy L. Guidelines for developing set/stock expressions materials. M.A., University of Hawaii, 1977. Adviser: Ted Plaister, Department of ESL. Writer's current address: 9280 S.W. Mountain View Lane, Tigard, OR 97223.

    The author provides guidelines for the development of materials that will help to ease the non-native speaker's task of comprehending and taking notes from a lecture in English.

46. Pourgiv, Farideh. Teaching English as a foreign language to freshmen college students in Iran. M.A., The University of Texas at Austin, 1978. Adviser: John Bordie, Foreign Language Education Center.

47. Rice, James. A handbook for teachers of English to native speakers of Mandarin Chinese. M.A., The University of Texas at Austin, 1978. Adviser: John Bordie, Foreign Language Education Center.

48. Sobhani, Mahlihe. Remedial techniques for Iranians' pronunciation problems in learning English. M.A., The University of Texas at Austin, 1978. Adviser: M. Ali Jazayery, Foreign Language Education Center.

49. Upton-Doty, Jennifer. Pointing the way. M.A.T., School for International Training, 1978. Adviser: Ruthanne Brown, MAT

Program. Writer's current address: P.O. Box 314-1576, Tehran, Iran.

This thesis stresses the importance of reading and writing activities in a beginning English class. Lesson plans include the use of Silent Way charts. An activities section is also included.

50. Vattanakul, Patcharee. Strategies for the development of an individualized instruction program for the teaching of English in a Thai university. Ph.D., The University of Texas at Austin, 1977. Adviser: Laurel Briscoe, Foreign Language Education Center. Writer's current address: 36 Strikanjana Sukumvit 71, Bangkok, Thailand.

The author proposes a centralized English as a foreign language center. The study focuses on the conditions for the establishment of the center and the teaching techniques and methods to be used in the language teaching program.

51. Walker, Cynthia G. Getting started: an adult post-primer reader for the neo-literate. M.A., Hunter College, 1978. Adviser: Nancy Frankfort, TESL. Writer's current address: 98 Chambers Street, New York, NY 10007.

This reader is designed with numerous illustrations and a story in dialogue form, a format that appeals to the low-level reader. The reader also includes exercises designed to reinforce reading and grammatical skills. A teacher's manual offers suggestions for oral and functional reading activities that tie in with the text.

52. Wang, Hsiu-wen Yuan. Programmed instruction on English adjective clauses for Chinese-speaking students. M.A., The University of Texas at Austin, 1977. Adviser: Laurel Briscoe, Foreign Language Education Center.

53. Wieman, Jane. A handbook for teaching business English to advanced students of English as a foreign language. M.A.T., School for International Training, 1978. Adviser: Michael Jerald, MAT Program. Writer's current address: c/o Constance Wieman, Big Spring Farm, Rockbridge Baths, VA 24473.

The materials in this handbook were presented in a course developed for Japanese translators and secretaries. The writer describes how the materials were actually used and suggests other ways to apply them. The handbook is intended primarily for teachers and consultants who are working with students

actually engaged in work involving business English. It is assumed that the students have enough command of spoken English to benefit from lectures and discussions. Among the topics discussed are business reports, form letters, punctuation, style, and the use of dictionaries and reference books.

See also: 20, 21, 54, 87

PHONOLOGY

54. Hida, Christine K. Some phonological problems of Japanese students learning English. M.A., University of Hawaii, 1977. Adviser: Susan Fischer, Department of ESL.

    The writer attempts to identify problem sounds for Japanese students learning English as a second language, to relate oral errors to aural errors, to explain why errors occur, and to propose a teaching strategy to deal with the kinds of errors the students are making.

See also: 4, 7, 39, 48

PROFESSION

55. Azizi, M. Osman. Problems of English teachers in Afghan elementary schools. M.A., The University of Texas at Austin, 1977. Adviser: John Bordie, Foreign Language Education Center.

56. Djoko, Soeloeh. Linguistics in the preparation of English teachers in teacher-training college in Indonesia. M.A., The University of Texas at Austin, 1978. Adviser: John Bordie, Foreign Language Education Center.

See also: 18, 40

PSYCHOLINGUISTICS

57. Engler, Deborah A. Anomie and the teaching of English as a second language. M.A., The University of Texas at Austin, 1977. Adviser: John Bordie, Foreign Language Education Center.

58. Shivers, Douglass B., Jr. Use of retention theory in English for speakers of Hebrew, levels 1,2,3. M.A., The University of

Texas at Austin, 1977. Adviser: Laurel Briscoe, Foreign Language Education Center.

See also: 59, 70, 74

READING

59. Golden, Sue. Visual developmental dyslexia in children. M.A.T., School for International Training, 1978. Adviser: Mary Clark, MAT Program. Writer's current address: 67 East Street, New Hyde Park, NY 11040.

    The purpose of this paper is to provide an overview of (1) the nature of this disorder, which affects approximately 10 percent of all schoolchildren, and (2) the current remedial methods and techniques being used.

60. Nathong, Wittaya. Developing a strategy for teaching EFL reading with closed-circuit television to Thai university students: a theoretical framework. Ph.D., The University of Texas at Austin, 1977. Adviser: Mark Seng, Foreign Language Education Center. Writer's current address: 155/3-4 Kingpetch, Petchburi Road, Bangkok, Thailand.

61. Park, Mahm-Sheik. Variables in sentential readability with special reference to EFL/ESL for Korean learners. Ph.D., Georgetown University, 1977. Adviser: Frederick J. Bosco, School of Languages and Linguistics. Writer's current address: 6079 Argyle Drive, Falls Church, VA 22041.

62. Prinz, Meryl. What is reading readiness and how are its methods applied to children learning English as a second language? M.A., Hunter College, 1978. Adviser: Nancy Frankfort, TESL. Writer's current address: 82 Irving Place, New York, NY 10003.

63. Sudhinont, Umpairat. Reading difficulty in English for Thai students as compared to the native American students. M.A., Ball State University, 1978. Adviser: Janet Ross, Department of English. Writer's current address: Prince of Sangkla University, Haad Yai, Thailand.

64. Sweeney, Robert C. Reading beneath the lines: syntax and the teaching of reading. M.A., University of Hawaii, 1977. Adviser: Ted Plaister, Department of ESL.

    The literature which demonstrates the importance of syntax to

reading comprehension is reviewed and suggestions are made for incorporating syntax into reading programs.

65. Wilcox, Diane. Reading comprehension in teaching English to Persians: an examination of the graded English series of texts for secondary school students in Iran. M.A., The University of Texas at Austin, 1978. Adviser: M. Ali Jazayery, Foreign Language Education Center.

See also: 2, 16, 38, 51, 85

RESEARCH

66. Essien, Udo E. Contrastive analysis: principles and further considerations. Ph.D., Georgetown University, 1978. Adviser: Robert J. Di Pietro, School of Languages and Linguistics. Writer's current address: 1920 Burnwood Road, Baltimore, MD 21239.

    This study shows that prediction of learning problems in a second language can be improved (1) by weighting linguistic contrasts in terms of complexity and markedness both intralingually and interlingually--as perceived by native learners and by foreign learners; (2) by including nonlinguistic factors as variables in the prediction; and (3) by using error analysis to refine the weighting of linguistic contrasts. The study includes a contrastive analysis of Efik and English.

SECOND DIALECT

67. Bisagna, Joanne. Sociolinguistic and pedagogical considerations in teaching standard English to speakers of Puerto Rican English in New York City. M.A., Hunter College, 1978. Adviser: Nancy Frankfort, TESL. Writer's current address: 45-05 50 Avenue, Woodside, NY 11377.

    The speech of Puerto Rican children in ESL classes is characterized by non-standard features, including some from black English. The small body of literature on Puerto Rican English is reviewed in this paper and the differences between second-language and second-dialect teaching and learning are discussed.

68. Vernikoff, Sora. Black English--a constructive approach in the classroom. M.A., Hunter College, 1978. Adviser: Nancy

Frankfort, TESL. Writer's current address: 110 East End Avenue, New York, NY 10028.

Includes a discussion of the dialect's historical origins, a contrastive analysis with standard English, and lessons designed to teach standard English.

SECOND LANGUAGE LEARNING

69. Courchene, Robert. The influence of linguistic theory on language teaching theory. M.A., University of Ottawa, 1977. Adviser: Claude Germain, Department of Linguistics.

70. Fine, Brenda. Language acquisition. M.A., Hunter College, 1978. Adviser: Nancy Frankfort, TESL. Writer's current address: 7220 S.W. 125th Street, Miami, FL 33156.

    The major theories of language acquisition are reviewed and their practical applications to teaching are considered.

71. Hind, Jeanne. An analysis of semantic errors in English compositions written by Japanese college students. M.A., Ball State University, 1977. Adviser: Janet Ross, Department of English. Writer's current address: Smithryo, Kinjo Gakuin Daigaku, 2282-2 Omori, Moriyama-ku, Nagoya 463, Japan.

72. Lotfi, Anne P. Comparison of L_1 and L_2 acquisition and its implications for teaching English grammar to potential EFL teachers. M.A., The University of Texas at Austin, 1978. Adviser: Anna Chamot, Foreign Language Education Center.

73. Mosongo, Andrew K. The impact of Cameroon languages on the English language performance of secondary school children in the United Republic of Cameroon. Ph.D., Georgetown University, 1977. Adviser: Robert J. Di Pietro, School of Languages and Linguistics. Writer's current address: 5506 14th Street, N.W., Washington, DC 20011.

74. Potter, Sigla C. Motivational factors in second-language acquisition. M.A., Hunter College, 1978. Adviser: Nancy Frankfort, TESL. Writer's current address: 10910 Oakwood Street, Silver Spring, MD 20901.

75. Turner, David A., Jr. The interlanguage of three adult Spanish-speaking males learning English as a second language. Ph.D., The University of Texas at Austin, 1978. Adviser: Anna Chamot,

Foreign Language Education Center. Writer's current address: 407 West 18, #200, Austin, TX 78701.

A longitudinal study of 36 grammatical morphemes and syntactic patterns found in the interlanguage of the above subjects. The study also examines the relationship of instruction to second language acquisition and second language learning.

SOCIOLINGUISTICS

76. Allen, Linda. A study of the social and educational repercussions of traditionally negative attitudes to pidgin and creole languages. M.A., The University of Texas at Austin, 1978. Adviser: Ian Hancock, Foreign Language Education Center.

77. DeIngeniis, Sergio. Various aspects of American Italian language contact in New York City. M.A., Hunter College, 1978. Adviser: Nancy Frankfort, TESL. Writer's current address: 332 Manhattan Avenue, Brooklyn, NY 11211.

78. Eichacker, Ruth. On linguistic androgyny. M.A., Hunter College, 1978. Adviser: Nancy Frankfort, TESL. Writer's current address: 47-19 216th Street, Bayside, NY 11361.

    The writer's research substantiates the historical/cultural/linguistic accuracy of the generic term "man" and the pronoun "he." It also discusses arguments concerning the English gender system as it applies to American middle class sexist/non-sexist cultural views. The present education system is presented as a feminizing factor of society, as are existing school texts and ESL materials. Suggested revisions for fairness to both sexes are delineated.

79. Elameto, Jesus M. Linguistic dimensions of vernacular education for Saipan Carolinians. M.A., University of Hawaii, 1977. Adviser: Roderick A. Jacobs, ESL. Writer's current address: Carolinian Bilingual Project, Marianas Department of Education, Saipan, M.I. 96950.

    The phonology, morphology, and syntax of the Carolinian language are investigated in order to provide information that will be useful to the curriculum writers and teachers of the Carolinian Bilingual Project.

80. Gallinari, Janet M. A study of attitudinal reactions by native American English speakers and native Arabic speakers to accented

speech. M.A., Hunter College, 1978. Adviser: Nancy Frankfort, TESL. Writer's current address: 81 Alta Vista Drive, Yonkers, NY 10710.

This study supports the hypothesis that both native American English speakers as well as non-native American speakers are less tolerant toward foreign-accented English speech than they are toward native American English-accented speech.

81. Handweiler, Pepi. Reactions to English with a Chinese accent and English with a New York accent. M.A., Hunter College, 1977. Adviser: Nancy Frankfort, TESL. Writer's current address: 215 West 98th Street, New York, NY 10025.

82. Vogel, Kenneth R. Attitudes, motivation and attained proficiency in ESL: a sociolinguistic study of American Samoan ninth graders. M.A., University of Hawaii, 1978. Adviser: Richard Schmidt, Department of ESL. Writer's current address: c/o International School of Kenya, P.O. Box 14103, Nairobi, Kenya.

See also: 10, 67, 68

TESTING

83. Boyer, Jean-Yves. La communication linguistique: analyse de quelques facteurs en vue de l'evaluation de la performance orale. M.A., University of Ottawa, 1977. Adviser: Philip C. Hauptman, Department of Linguistics.

84. Kelly, Kathryn. An attitudinal test of computer-assisted English language instruction. M.A., The University of Texas at Austin, 1977. Adviser: John Bordie, Foreign Language Education Center. Writer's current address: 910 West 22, #2, Austin, TX 78705.

85. Maculaitis, Jean D. The development and validation of a reading comprehension and vocabulary English proficiency test for non-native speakers of English in the sixth grade. Ph.D., New York University, 1978. Adviser: Harvey Nadler, TESOL Program. Writer's current address: 828 Tabor Road, Morris Plains, NJ 07950.

86. Maxwell, James. A computerized version of the Test of English as a Foreign Language. M.A., The University of Texas at Austin, 1978. Adviser: Mark Seng, Foreign Language Education Center.

VISUAL AIDS

87. Allen, Lawrence. Charts that show basic transformations in English. M.A.T., School for International Training, 1978. Adviser: Mary Clark, MAT Program. Writer's current address: 10 Morrison Avenue, Plattsburgh, NY 12901.

    Six 30" x 20" multicolored charts are used to illustrate specific grammatical transformations. In addition to the charts themselves, the project includes a written description of the charts, suggestions for using them in the classroom, and tables presenting grammatical and lexical data for each chart.

WRITING

88. Alvarez, Reynaldo S. An analysis of the writing errors of five adult ESL students. M.A., Hunter College, 1977. Adviser: Nancy Frankfort, TESL. Writer's current address: 521-A East 85th Street, New York, NY 10028.

    A study of three Hispanic and two Haitian subjects, which is based on Larry Selinker's theory of interlanguage characteristics and on Jack C. Richards's description of those characteristics and sources of error.

89. Kikuchi, Kaoru. Teaching English composition to Japanese students. M.A., The University of Texas at Austin, 1978. Adviser: Geneva Pilgrim, Foreign Language Education Center.

90. Orge, Carole. A new approach to writing for the ESL student. M.A., Hunter College, 1978. Adviser: Nancy Frankfort, TESL. Writer's current address: 45-03 189 Street, Flushing, NY 11358.

See also: 16

AUTHOR INDEX

Allen, Lawrence 87
Allen, Linda 76
Alvarez, Reynaldo S. 88
Azizi, M. Osman 55
Bell, Sharon D. 8
Bisagna, Joanne 67
Blau, Eileen Kay 20
Boyer, Jean-Yves 83
Burgess-Brown, Katherine 21
Caissie, Kathleen B. 29
Cohen, Tina S. 9
Courchene, Robert 69
Danifil 15
Dehquani, Shirin 28
DeIngeniis, Sergio 77
Deutsch, Rena 30
Djoko, Soeloeh 56
Doty, Dennis 31
Eichacker, Ruth 78
Elameto, Jesus M. 79
Eng, Ann S. 10
Engler, Deborah A. 57
Essien, Udo E. 66
Farrelly, Moira G. 11
Fine, Brenda 70
Fischer, Mary W. 3
Gallinari, Janet M. 80
Gelman, Stephen B. 32
Golden, Sue 59
Goodwin, Barbara J. 1
Gori, John A. 33
Handweiler, Pepi 81
Hein, Elizabeth M. 16
Heran, Irene 34
Hida, Christine K. 54
Hind, Jeanne 71
Horiguchi, Ikiko 22
Kelly, Kathryn 84
Kikuchi, Kaoru 89
Kollisch, Anne 35
Lauletta, Janice A. 36
Leach, Nancy 37
Lee, Ok Ro 2
Lombard, Edwin B. 43
Lotfi, Anne P. 72
Louie, May M. 4
Love, Jean L. 17
Macchia, Carmen J. 38
Maculaitis, Jean D. 85
Maxwell, James 86
Mazza, Robert J. 39
McBean, William A. 40
McLaughlin, Daniel J. 41
Mirhosseini, Shamsossadat 23
Montella, Josephine 12
Moshref, Peyman 5
Mosongo, Andrew K. 73
Murphey, Timothy M. 42
Nathong, Wittaya 60
O'Connor, Frederick H. 43
Orge, Carole 90
Park, Mahm-Sheik 61
Pearson, Linda 44
Penrose, Nancy L. 45
Potter, Sigla C. 74
Pourgiv, Farideh 46
Prinz, Meryl 62
Rice, James 47
Rice, Paul E. 24
Salomon, Stuart 18
Saratani, Kazuyo 6
Shahsavari, Shahla 13
Shivers, Douglass B., Jr. 58
Sobhani, Mahlihe 48
Sudhinont, Umpairat 63
Sullivan, John P. 7
Suzuki, Nathanael Y. 25
Sweeney, Robert C. 64
Talebinezhad, Moh. Reza 19
Taverner, Theodore G. 26
Trapp, Dina M. 27
Traver, James E. 14
Turner, David A., Jr. 75
Upton-Doty, Jennifer 49
Vattanakul, Patcharee 50
Vernikoff, Sora 68
Vogel, Kenneth R. 82
Walker, Cynthia G. 51
Wang, Hsiu-wen Yuan 52
Wieman, Jane 53
Wilcox, Diane 65

CULTURE AND LANGUAGE INDEX

Afghan 55
Black English 68
Cameroon languages 73
Carolinian (Saipanese) 79
Chinese 4, 10, 47, 52
Creole languages 76
Efik 66
French 83
German 3
Haitian Creole 88
Hebrew 58
Indonesian 15, 56
Iranian/Persian 5, 13, 19, 23, 28, 46, 48, 65
Italian 12, 77
Japanese 6, 54, 71, 89
Korean 2, 61
Middle Eastern 11
Navajo 8, 41
Pidgin languages 76
Puerto Rican English 67
Russian Jewish 14
Samoan (American) 82
Spanish 7, 75, 88
Thai 50, 60, 63

Stephen Cooper (Ph.D., Louisiana State University) is Assistant Professor of Speech and teaches in the graduate linguistics program at Louisiana State. He directs the Summer Institute in English for Quebec Teachers, which he developed in 1975, and has written for speech journals and for the TESOL Quarterly.

LANGUAGE IN EDUCATION: THEORY AND PRACTICE

Volume 1 (1977-78)

1. *Directory of Foreign Language Service Organizations*, by Sophia Behrens. $3.95. (ED 153 503)

2. *The Linguist in Speech Pathology*, by Walt Wolfram. $2.95. (ED 153 504)

3. *Graduate Theses and Dissertations in English as a Second Language: 1976-77*, by Stephen Cooper. $2.95. (ED 153 505)

4. *Code Switching and the Classroom Teacher*, by Guadalupe Valdés-Fallis. $2.95. (ED 153 506)

5. *Current Approaches to the Teaching of Grammar in ESL*, by David M. Davidson. $2.95. (ED 154 620)

6. *From the Community to the Classroom: Gathering Second-Language Speech Samples*, by Barbara F. Freed. $2.95. (ED 157 404)

7. *Kinesics and Cross-Cultural Understanding*, by Genelle G. Morain. $2.95. (ED 157 405)

8. *New Perspectives on Teaching Vocabulary*, by Howard H. Keller. $2.95. (ED 157 406)

9. *Teacher Talk: Language in the Classroom*, by Shirley B. Heath. $2.95. (ED 158 575)

10. *Language and Linguistics: Bases for a Curriculum*, by Julia S. Falk. $2.95. (ED 158 576)

11. *Teaching Culture: Strategies and Techniques*, by Robert C. Lafayette. $2.95. (ED 157 407)

12. *Personality and Second Language Learning*, by Virginia D. Hodge. $2.95. (ED 157 408)

Volume 2 (1978-79)

13. *Games and Simulations in the Foreign Language Classroom*, by Alice C. Omaggio. $5.95.

14. *Problems and Teaching Strategies in ESL Composition*, by Ann Raimes. $2.95.

15. *Graduate Theses and Dissertations in English as a Second Language: 1977-78*, by Stephen Cooper. $2.95.

16. *Foreign Languages, English as a Second/Foreign Language, and the U.S. Multinational Corporation*, by Marianne Inman. $4.95.

17. *Testing Oral Communication in the Foreign Language Classroom*, by Walter H. Bartz. $2.95.

18. *Intensive Foreign Language Courses*, by David P. Benseler and Renate A. Schulz. $3.95.

19. *Evaluating a Second Language Program*, by Gilbert A. Jarvis and Shirley J. Adams. $2.95.

20. *Reading a Second Language*, by G. Truett Cates and Janet K. Swaffar. $2.95.

21. *Chicano English*, by Allan A. Metcalf. $2.95.

22. *Adult Vocational ESL*, by Jo Ann Crandall. $3.95.

To subscribe to the complete series of publications, write to the Publications Department, Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia 22209. The subscription rate is $32.00 per volume. Titles may also be ordered individually; add $1.75 postage and handling. Virginia residents add 4% sales tax. All orders must be prepaid.